



# GEORGES RIVER COLLEGE PEAKHURST CAMPUS

## TAS Faculty

### NOTIFICATION OF ASSESSMENT TASK

**Year:** 10 **Subject:** Graphics Technology

**Date due:**

**Weighting:** 15% (Written), 10% (Practical)

**Task Number:** 3

**Topic:** Option Module 7: Graphic Design and Communication

#### Syllabus outcomes:

- GT5-5 identifies, interprets, selects and applies graphics conventions, standards and procedures in graphical communications
- GT5-7 manipulates and produces images using digital drafting and presentation technologies
- GT5-8 designs, produces and evaluates multimedia presentations

#### Assessment criteria:

In your answer/s you will be assessed on how well you:

- Demonstrate your ability to identify the design principles within your own graphic design work and justify their purpose within the layout
- Use computer graphic editing software to design suitable layouts using graphics and text
- Generate original graphic designs and evaluate the suitability of them using the given criteria

#### Task Information: Design Project and Folio

##### Trendy Tales

#### Situation

There are lots of classic children's stories that tell fun narratives or teach important life lessons to young children. While the stories are classic and timeless, the designs can tend to become a bit outdated. You have been hired by a book publishing company to re-design one of their children's storybooks. If you produce a design that they are satisfied with they may hire you to re-design more of their classic children's stories to give their books a new life in the future!

#### Design Brief

Choose a children's picture storybook and create a suitable, original design of the front cover and any 2 consecutive pages from inside the book. You will also need to create a presentation of how you have incorporated the design principles to demonstrate your design knowledge and justify your design choices.

**\*NOTE** You will be given class time to complete this assessment.

#### Requirements

##### Part A: Front cover and 2 pages re-design

- Create original designs of the front cover and 2 pages from within the book using different typeface/fonts and imagery.
    - This can be done using any computer design software you can access. For example;
      - Canva (<https://www.canva.com/>)
      - Adobe Illustrator (use your school login <https://creativecloud.adobe.com/>)
      - Microsoft word
      - Microsoft PowerPoint
      - Any computer design software you have access to
- \* NOTE** that you can include imagery using your own hand-drawn and scanned drawings (*only the imagery may be hand-drawn as this is a graphic design task*)

##### Part B: Portfolio

- Design Principle class activities
- Annotate your designs, identifying the design principles you have used to justify your choices
- Evaluation

**Note: This task is part of your formal assessment in this subject. Tasks not submitted on the due date may be given a zero mark. Failure to complete this task may affect the award of the ROSA (Record of School Achievement). If you are sick on the due date you will have to provide a medical certificate to support your appeal. This medical certificate will need to be presented to \*\*\*\* on the morning of the first day you return to school.**

**Important:**

Plagiarism is unacceptable in all forms. Students found to be plagiarising will receive zero. All information must be in your own words and a bibliography must be included at the end of your task. Copying and pasting from any source is considered to be plagiarism. If you are caught plagiarising, you will have to redo the task in order to meet the syllabus requirements.

**Plagiarism** - 'the imitation or use of another's ideas and manner of expressing them to be assed off as one's own.' *Source: Macquarie Concise Dictionary – 3<sup>rd</sup> Ed.*

## Year 10 Graphics Technology – Trendy Tales Marking Criteria

Student Name:

Part A	Limited	Progressing	Met Criteria	Detailed	Outstanding	Marks
<b>Graphic Design Skills</b>	Attempts to use design software to produce underdeveloped re-designed storybook pages. Use of graphic design skills are ambiguous.  <span style="float: right;">3</span>	Use design software to produce basic re-designed storybook pages. Displays some implementation of simple graphic design skills.  <span style="float: right;">5</span>	Satisfactory use of design software to produce suitable re-designed storybook pages. Displays appropriate use of graphic design skills.  <span style="float: right;">8</span>	Excellent use of design software to produce effective and aesthetically pleasing re-designed storybook pages. Displays effective use of graphic design skills.  <span style="float: right;">9</span>	Outstanding use of design software to produce cohesive and aesthetically pleasing re-designed storybook pages. Demonstrates effective use of various graphic design skills.  <span style="float: right;">10</span>	<b>/10</b>
<b>Pages</b>	One re-designed page has been submitted.  <span style="float: right;">2</span>	Two re-designed pages have been submitted.  <span style="float: right;">4</span>	Three re-designed pages have been submitted.  <span style="float: right;">6</span>			<b>/6</b>
<b>Imagery</b>	Imagery directly resembles the original storybook with minimal changes made to the imagery.  <span style="float: right;">3</span>	Attempts to re-design the imagery from the storybook to some extent.  <span style="float: right;">5</span>	Original imagery has been used to effectively re-design the storybook.  <span style="float: right;">8</span>	Detailed, original graphics/illustrations have been used to effectively re-design the storybook.  <span style="float: right;">9</span>	Excellent original graphics/illustrations have been used to successfully re-design the storybook.  <span style="float: right;">10</span>	<b>/10</b>
<b>Typeface</b>	One typeface and varying font sizes has been used throughout the designs.  <span style="float: right;">2</span>	Up to two typefaces have been used with varying font sizes throughout the designs.  <span style="float: right;">4</span>	Up to three typefaces have been used with varying font sizes throughout the designs successfully to enhance the impact.  <span style="float: right;">6</span>			<b>/6</b>
<b>Part B</b>						
<b>Written Tasks</b>	Displays a limited understanding of the design principles through incomplete and/or limited written work regarding related portfolio tasks.  <span style="float: right;">3</span>	Displays a basic understanding of the design principles through simple and unclear written work regarding related portfolio tasks.  <span style="float: right;">5</span>	Displays a satisfactory understanding of the design principles. Portfolio related tasks are consistently completed with appropriate written responses to address the concepts.  <span style="float: right;">8</span>	Demonstrates a thorough understanding of the design principles. Portfolio related tasks are thoroughly completed and correctly address the concepts.  <span style="float: right;">9</span>	Demonstrates an exceptional understanding of the design principles. Portfolio related tasks are consistently and thoroughly completed and directly address the concepts in detail.  <span style="float: right;">10</span>	<b>/10</b>
<b>Annotations</b>	Attempts to annotate the designs and identifies at least one correct design principle that has been used.  <span style="float: right;">3</span>	The designs have been annotated to identify up to two correct design principles that have been used.  <span style="float: right;">6</span>	The designs have been annotated to clearly identify and describe how four design principles have been used.  <span style="float: right;">10</span>	The designs have been annotated to correctly identify and describe how up to six design principles have been used.  <span style="float: right;">13</span>	The designs have been annotated to correctly identify and describe how the six design principles have been used as well as explain their purpose.  <span style="float: right;">15</span>	<b>/15</b>
<b>Evaluation</b>	Attempts to make a judgment on the success of the project. There is little to no reference to the criteria and no evidence to support the conclusion made.  <span style="float: right;">1</span>	Makes a very basic judgement on the success of the project. There are some links to the criteria and little evidence to support the evaluation made.  <span style="float: right;">2</span>	Produces a general judgement on the success of the project. There are links and evidence relating to each criterion.  <span style="float: right;">3</span>	Generates a clear and concise judgement on the success of the project. There are clear links and evidence relating to each criterion.  <span style="float: right;">4</span>	Generates a thorough and detailed judgement on the success of the project. There are clear links and evidence relating to each criterion.  <span style="float: right;">5</span>	<b>/5</b>
<b>Total Marks</b>						<b>/62</b>

Feedback: